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ABSTRACT

The Center for Japanese Study Abroad (CJSA) is a Japanese immersion and study abroad program implemented as a magnet program at inner-city Brien MacMahon High School in Norwalk, Connecticut. The program is supported by a grant from the state department of education. Attended by 60-70 students from high schools in southern Fairfield County annually, the CJSA "school-within-a-school" magnet program has evolved into a regional program serving a number of Connecticut school districts. The curriculum enables students to become proficient in Japanese language through an interdisciplinary curriculum including economics, literature, arts, and music, with language laboratory use and a two-week home and school experience in Japan. Several curricular options are available for students unable to participate in full immersion. The fundamental tenets for CJSA were established by the communities involved, to provide for intercommunity, interracial, and international integration. The curriculum is based on six components focusing on the Japanese language as a mirror of culture: language arts; integrated social studies; intensive Japanese language instruction; independent study; experience abroad; and assessment. Student journal entries made during the period abroad illustrate student perceptions of the experience. Program parents are involved in fundraising, receiving Japanese students, and production of a cultural fair. Since CJSA's inception in 1991, several features have been added. Contains six references. (MSE)

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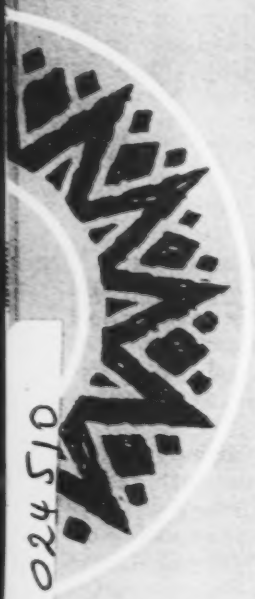

Center for Japanese Study Abroad

William Jassey

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Jassey received his doctorate from Teachers College, Columbia University in 1962. He has received the Connecticut Council of Language Teachers Award for Outstanding Foreign Language/Bilingual Department and is chairman of the state selection committee of the Japan-U.S. Senate Scholarship under Youth for Understanding.

Jassey dedicates this fastback to Ikuko Anjo Jassey, "my companion in life, who instills in me a love of Japan; to the center students, who are ambassadors of peace and good will; to the center parents and teachers, who remain dedicated and supportive; and to Kojo High School and Bunkyo Women's College High School, whose cooperation and friendship we cherish."

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Center for Japanese Study Abroad

by
William Jassey

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Introduction

Multiculturalism characterizes the city of Norwalk. Forty-one languages currently are spoken in the homes of this southwestern Connecticut city. The surrounding towns in Fairfield County are homogeneous, with a relatively high standard of living and low minority populations. But Norwalk has become a heterogeneous community with neighborhoods that range from very poor with high concentrations of minority people to very affluent with low minority populations.

Norwalk has a significant number of mobile, language-minority, racial-minority, and educationally diverse students in its school system, which has a 44% minority population. Consequently, Norwalk feels an obligation to spend an increasing portion of its human capital on closing the culture and literacy gap between students. Indeed, the *Statement of Philosophy and Goals* of the Norwalk Public Schools addresses itself to cultural pluralism with two principles in mind:

> We believe that it is the responsibility of education to develop understanding and appreciation of all heritages and cultures. We believe that we should help develop self-respect in students, and a fundamental respect for others as individuals and groups. (Norwalk Public Schools 1979)

Many local programs have been developed to meet the needs of this multicultural school population. These include bilingual and English-as-a-second-language programs, heterogeneous grouping, differentiated teaching, multicultural social studies curricula, and proficiency-based foreign language programs.

In 1993 the Connecticut General Assembly approved a law for achieving diversity in public schools by providing a process, not a plan, for regional interdistrict relationships. The Center for Japanese Study Abroad (CJSA) in Norwalk was initiated as an early regional pilot program. With broad-based involvement throughout Fairfield County, the project originally included the city of Norwalk and the surrounding towns of Westport, Weston, and Wilton. In 1990 it was expanded to include New Canaan, Darien, Fairfield, Ridgefield, Easton-Redding, and the city of Stamford.

CJSA is a magnet program based on immersion. It enables students in grades 9-12 to become proficient in the Japanese language through an interdisciplinary Japanese studies curriculum that includes economics, literature, arts, and music. Language study is enhanced by the use of technology in a multisensory, computerized, language laboratory. Students also develop firsthand knowledge of the Japanese culture through a two-week, home and school experience in Japan.

CJSA is a "school within a school" at Brien McMahon High School. Students take a rigorous, standard high school program that provides them with traditional high school credits, including credit for the study of Japanese language and culture, which is unavailable in regular high schools in Fairfield County. In order to transfer to Brien McMahon, parents and students are required to consult with their local school guidance department and to receive recommendations from the sending principal and guidance counselor.

Both the home school and Brien McMahon High School share responsibilities. For example, such pupil data as racial survey information are reported by the home school, while Brien McMahon maintains the legal record of the student's attendance. Similarly, Brien McMahon provides a report card, but the home school records the grades and produces the transcript.

Each year 60 to 70 students from high schools in southern Fairfield County attend the "school-within-a-school" magnet program at Brien McMahon High School. The school-within-a-school portion of their

school day includes four classes in the Japanese Center: 1) immersion in Japanese language, 2) immersion in Japanese culture and customs, 3) integrated English, and 4) integrated social studies. Students are mainstreamed for three classes in other subject areas, such as mathematics, science, or another foreign language. These three classes allow for daily interaction with the regular school population of the school.

Students have three options for involvement with CJSA. Option A is the full-year program. Students who take this option transfer to Brien McMahon for one year and then return to their home school. This option will accommodate approximately 50 students each year.

Options B and C are designed for students who feel as though they cannot spend an entire year away from their home school. Option B offers the opportunity to study in the center for the first semester of the school year and requires an additional two-hour Japanese language class once each week after school during the second semester. These after-school classes are held at Brien McMahon. Option C offers the opportunity to study in the center during the second semester, but requires two periods of intensive Japanese language each day in the same semester. Both options are available to the first 15 applicants each period.

All successful students, regardless of option, take part in the study-abroad portion of the program.

Thus CJSA helps students from racially diverse urban and suburban communities in the southern part of Fairfield County to develop their knowledge of the language, culture, customs, and institutions of Japan in relation to those of the United States. This innovative program emphasizes the connections between the two nations while it fosters a broader understanding of world issues.

Program Goals

The fundamental tenets for the CJSA were proposed by the towns. At one level, the towns desperately needed to begin to integrate the schools. However, leaders in the towns also recognized that their students needed the opportunity to immerse themselves in the study of another culture to the extent that they master both language and culture in greater depth than traditional study would provide. Because a large portion of the students in southern Fairfield County live in primarily homogeneous environments, there was a need for greater multicultural awareness and interaction among the students.

CJSA was established to implement integration on three levels: intercommunity, interracial, and international. First, CJSA provides for intercommunity integration between suburban schools and Brien McMahon High School. Suburban parents choose to have their children leave their regular suburban high school and mix with urban and other suburban students from various social, racial, and economic backgrounds at Brien McMahon High School.

Second, CJSA provides for interracial integration. Mostly white suburban students study with students from diverse cultural and ethnic groups. Hispanic, white, black, and Asian students study together.

Third, CJSA provides for international integration by using a thematic curriculum that culminates in a firsthand international experience in Japan.

The districts involved in the center outlined four goals in the grant proposal submitted to the Connecticut State Department of Education. Those four goals are:

1. To modify racial, cultural, and educational isolation.
2. To promote effective participation in a multicultural learning experience.
3. To develop an appreciation of another culture.
4. To promote effective communication in another language (Tirozzi 1989, p. 1).

The program's emphasis on developing proficiency in another language and absorbing the key elements of another culture are perceived as a challenge, rather than being perceived as merely a method to impose integration on the schools. In other words, the perceived need was not merely to integrate, but to integrate around "something." That "something" is Japanese language and culture.

But why Japanese? Some compelling reasons exist. For example, in January 1992 the United States and Japan signed the Tokyo Declaration on global partnership based on a plan of action that would promote world peace, support cultural cooperation, and reinvigorate bi-national prosperity. President George Bush and Prime Minister Kiichi Miyazawa took significant steps to encourage extensive dialogue in business and in cultural programs, such as two-way exchanges, Japanese-American Fulbright fellowships, and Japanese language education. The United States and Japan pledged to place particular emphasis on language training, intellectual and educational exchanges, and community-level programs designed to increase mutual understanding.

The CJSA draws on the economic, social, political, and educational opportunities offered by the U.S.-Japan relationship. In addition, the influence of Japan on the global economy creates a need for a greater understanding of the Japanese language and culture.

While the CJSA emphasizes interconnections between the United States and Japan, it also is designed to foster an understanding of world

issues. In addition, the experience provides a model for students to appreciate the cultural diversity among the various towns in their own region.

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The CJSA Curriculum

For many American students, Japan is a strange country. Part of this sense of strangeness is based on misunderstandings of Japan's culture, geography, and history. Aspects of Japanese culture can be explained, in part, by the island nation's homogeneous population and long period of isolation from foreigners. But Japan also has been changing to a Western-style nation while retaining much of its traditional character. The CJSA curriculum is designed to acquaint students with both the old and new aspects of Japanese culture to bring them to a greater understanding of that country. To further this understanding, all CJSA students have the opportunity to participate in a two-week, study-abroad program in Japan.

Students who enroll in the program must commit themselves to maintaining high standards in both the courses offered by the center and their regular high school courses. All CJSA students are required to:

- keep up with daily course assignments in the center and the regular high school classes;
- maintain a high standard of effort and achievement in school work;
- complete a research-based, independent project related to Japanese studies;
- do field research and verify it in Japan;
- keep a weekly journal of participation, recording thoughts, feelings, experiences, drawings, pictures, or video;

- maintain their homework assignments in mainstream classes during the study tour in Japan;
- keep a well-organized class notebook; and
- defend their research before faculty and peers on returning from Japan.

Students may request "honors" status through a "contract" procedure approved by the principal.

The CJSA curriculum is organized around six components that center on the Japanese language as a mirror of culture. The Japanese language reflects and chronicles Japanese culture and acts as a map of language arts and social studies in an integrated offering. The six components include:

1. *Language Arts.* This component focuses on the study of traditional and modern literature, poetry, and drama. Students read novels and short stories by representative Japanese authors, for example, Kawabata's *Snow Country*, Tanizaki's *Some Prefer Nettles*, and Mishima's *The Sound of Waves*. Earlier works, such as *The Tales of Genji*, also are explored; and some students read other novels independently. In addition, several short stories, selected poetry, and drama are introduced. The short stories range from the ancient tale, "The Bamboo Cutter," to Akutagawa's "Rashomon" (studied in conjunction with Kurosawa's film version) and "In a Grove," to selections of contemporary Japanese stories in translation.

The emphasis in language arts is on the development of analytical and writing skills. Using various forms — the five-paragraph analytical essay, the personal essay, the journal, and the short story — each student writes a finished piece within a two-week period. Also, each student writes an interdisciplinary research paper focusing on some area of Japanese history, society, or culture.

2. *Integrated Social Studies.* Students use two texts, *The Japanese Today* for first-year students and, for second-year students, *Japan: The Story of a Nation*, both by Edwin O. Reischauer, a former U.S. am-

bassador to Japan and one of the foremost American scholars on that country. The curriculum gives each student a historical survey with topical enrichment units. Second-year students also study excerpts from *Pacific Century: The Emergence of Modern Pacific Asia* by Mark Borthwick.

The units emphasize a comparative culture approach. Added attention is paid to the Tokugawa and Meiji periods and the causes of the Pacific War, through and including Pearl Harbor — all as background to understanding current U.S.-Japan relations. Students also study the Japanese family and Japanese education. Lectures, videos (both documentaries and feature films), and discussions develop students' background knowledge and perspective on modern Japan. Additional curriculum components include geography, economics, and government.

3. *Intensive Japanese Language.* Students are immersed in spoken and written Japanese. Although the foundation text is *Yokoso! An Invitation to Contemporary Japanese*, teachers use many self-made materials. Classroom instruction features frequent oral exercises and role-playing. Reading and writing *hiragana* and *katakana* are required. A computer laboratory with language software supplements individual drill and tutoring by a native-speaker of Japanese. Each student receives field practice for two weeks during a Japanese high school and homestay experience.

4. *Independent Study.* Honors-level students interested in pursuing an academic project in history, social studies, or Japanese literature outside the formal classroom structure may be granted the privilege of doing so if they have proven themselves to be responsible.

5. *Field Experience.* The Japanese field experience begins in late May and lasts until early June. Each student studies at a Japanese high school. Placed with a Japanese family with a host brother or sister, the American commutes daily, Monday through Saturday, to a high school. The academic program consists of classes by CJSA staff and visits to

regular Japanese academic classes. In addition, each student participates in a cultural activities program, high school club, and athletic activities. The school day begins about 8:30 a.m. and ends about 3:30 p.m. Students also take field trips in urban Tokyo and historic Kamakura. Each student is required to do a field research project and to keep a daily journal.

6. *Assessment.* Program assessment is accomplished, in part, by a student survey-evaluation of the CJSA program. This evaluation is an extension of the required research project. Student assessment is done largely on the basis of an oral report on the student's research conclusions and field studies in Japan.

Clearly, one of the greatest assets of the CJSA program is the two-week homestay and study abroad. While in Japan, students attend either Bunkyo Women's College High School or Kojo High School and live with Japanese families. They spend most of their school time visiting Japanese classes. CJSA requires that the American students attend host students' classes for 70% to 90% of the day, where they are immersed in language and culture.

In order to facilitate communication between American and Japanese students at Bunkyo Women's College High School in Tokyo and at Kojo High School in Isehara City, it is necessary for CJSA to match youngsters from both cultures not only on personal information but also on academic standing. Students are asked to provide information regarding school clubs, hobbies, interests, likes and dislikes, food preferences, and family members. They also are asked to respond to questions about bias and prejudice, how they feel about major contemporary issues, and their thoughts on the relationship between the United States and Japan.

Following are four journal entries that illustrate both the journal component and how students perceive the homestay experience.

Expectations

When I first came to Japan, my expectations were very different. I expected the family to be much more formal and traditional because that's what we were taught to expect. When I met my homestay sister today, she didn't seem too much like the stereotype I was expecting to see. When I met the rest of the family, I quickly realized that their great sense of humor probably evolved from the immense pressure they go through at work and in school. And, to my great relief, they speak some English. After eating dinner with the whole family, I gave them the presents. They seem to have loved them, but then again, they're always so polite that it's hard to tell. Then I brought down the pictures of my house, my dog, my neighborhood. . . and they were absolutely fascinated by it. And after showing them my pictures, the father pulled out his wedding pictures. Everyone got a good laugh out of those. I suddenly, after that point, was miraculously comfortable with my family. I think that the next two weeks will be very enjoyable and a lot of fun.

Hospitality

Since I arrived in Japan, many things have surprised and impressed me, but the most impressive thing so far is the Japanese hospitality. When we first arrived at Kojo High School at 8:30 in the evening, after 24 hours with little or no sleep, we were confronted by what seemed to be a sea of faces. It was at first terrifying, but gradually, I came to realize that every one of those unfamiliar faces outside the bus represented someone who was there to meet and greet us. This warm reception continued for the next day. Everywhere we went, we were greeted by smiling faces. Though sometimes I felt very embarrassed at all the attention, it was great that everyone tried to make us feel at home in Kojo. I was overwhelmed by the outpouring of generosity from all the people that I met and especially from my host-family. I had read about the Japanese, who were supposed to be too busy to be friendly. In contradiction, all of the people that I have met are warm and friendly. I will always treasure the memory of this trip and what it has taught me about Japanese hospitality.

High School

Kojo High School is a six-story building that looks like it should be an office building located in a city. This school is kept spotless, considering it is so big. I have never seen students who take such pride in a

school. Now after a little more than a week, I have come to realize that Kojo is more than just a place to learn; it is their life. Most students have little or no time to themselves. They usually wake up at five or six a.m. to travel and get to school by 8:30 a.m. After school, activities keep them until about seven p.m., which is when they begin the return trip home. This leaves them little social time. Unlike the U.S., where the students consider their social time to be outside of school, the Japanese consider their social time to be while they are in school. It is great to see teenagers excited about learning and enjoying school, which is not as common in the U.S. as in Japan.

The Language

I was point blank. I couldn't remember Japanese. Where did it all go? Where did all my months of studying go? It was my first night at my homestay family's house. I was tired, hungry, and very nervous. That night most of the conversation was in English. I attempted some Japanese as best I could, but without much success. The conversation that night was pretty weak. The second day came along, and I gathered the courage to try some new Japanese words. Thursday came along, and that was the real breakthrough. All the way to the train station and on the bus home my homestay sister, Masako, would point at something, say it in English, and then in Japanese. I would repeat it several times and then we would go on to something new. Later she would ask me again, and so my vocabulary began to grow. On Saturday night my *Ottosan* helped me study Japanese. We studied *hiragana* and *kanji*. We studied for about two hours. I then began to be really daring; I began using the phrases I had learned and substituted different words to make new sentences. Wow. Actually, it's pretty cool. It is fun to be able to communicate with my homestay family in Japanese. I'm in their country, and so I figure I should make the greatest effort possible to learn their language. I also found it easier to learn the language with people in everyday life than in a classroom, and I find this an exciting opportunity *ima* (now). I am no longer nervous to try to speak their language, or in making mistakes. They know that I am here to learn and that my language is nowhere near perfect.

CJSA teachers who travel with the students attend faculty meetings abroad and serve as translators or spokespersons. They also serve as

liaisons with the host families, communicating by telephone and in person. The host families also have students in the host school.

The counterpart of the Japanese experience for American students is a similar program for Japanese students, who participate in a spring study tour in the United States. The Japanese students attend school in Fairfield County and stay with American host families.

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Parent Partnership

CJSA parents are strongly interested in school matters. They know that parent involvement is key to the center's success. Maintaining an effective relationship between the center at Brien McMahon and the suburban secondary schools is a shared responsibility. Frequent interaction between the CJSA parent steering committee, teachers, and administrators builds camaraderie and cooperation with the 10 target-school communities in Fairfield County. Parents are kept informed of the CJSA program through informational meetings, bulletin mailings, and telephone calls.

"Give Me Your Thoughts" is a survey conducted periodically and informally by CJSA to assess parent concerns about enrolling their adolescents in a program at an inner-city school. The results of the surveys have been most favorable. Suburban respondents indicate that their youngsters adapt well to the safe and trusting environment at Brien McMahon. They also report that their teenagers gain significant academic and social advantages by attending Brien McMahon. This feeling is reflected in positive comments about the high expectations held by mainstream and CJSA teachers, the closed campus for greater pupil accountability, the center teachers as advocates for the suburban transfer students, the system of rewards and sanctions used in the school, and their adolescents' friendships in a diverse student body.

CJSA parents volunteer their time for fundraising and sponsor scholarships for students who need financial support. They also open

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their homes to Japanese students for reciprocal visits and homestays. Parents also eagerly advise, assist, and encourage students and other parents during all phases of the international experience.

Annually, the parent steering committee organizes and oversees a Japanese Cultural Fair. The fair is a manifestation of cross-cultural realities and serves five purposes:

1. To introduce Japan to the public. CJSA personnel demonstrate and teach Japanese arts, such as making origami decorations of folded paper, using ink and brush to create calligraphy, performing a traditional tea ceremony, and arranging flowers in the Japanese manner. With assistance from Japan Air Lines, Brien McMahon staff decorate the school's halls with wall maps and calendars so that the building becomes a cultural island.
2. To give American students an opportunity to speak Japanese with native speakers. Students are teamed up with Japanese volunteers and are responsible for immersing themselves in Japanese culture and conversation. Toward this end, the Japan Society of Fairfield County is invited to attend so that their members can exchange views with CJSA students and the public in the target language.
3. To acquaint CJSA students, teachers, and parents with Japanese students who attend school in the county. CJSA invites surrounding schools and arranges for visitation with Brien McMahon. For example, CJSA students get acquainted with students from the Greenwich Japanese School, which draws its students from New Jersey, New York City, Long Island, and Connecticut. The Greenwich Japanese School is governed by the Japanese Educational Institute of New York.
4. To publicize the center in order to recruit new students. Students wear kimonos and escort the visitor to the activities and performance stations. Flyers are distributed to explain the center and the cultural festivity.

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5. To raise funds for the study trip to Japan. The Japanese Cultural Fair provides an opportunity to explain CJSA goals and programs.

The Japanese Cultural Fair is the CJSA parents' *tour de force*. Parents, students, and volunteers offer many activities for the public to experience. There are demonstrations of traditional Japanese music played on shamisen, koto, and shakuhachi. Sights include displays of calligraphy, origami, and traditional dolls and toys. Activity stations let fair-goers try out the tea ceremony, dress in a kimono, and perform martial arts, such as kendo and karate. And, of course, there is Japanese food, such as yakisoba, yakitori, and sushi to taste.

Throughout the year, additional fundraising events are used to illustrate Japanese hobbies and interests and often feature slide shows. Traditional fundraising activities, such as bake sales and car washes, also bring in needed money. But, almost as important as raising funds, the various efforts also raise awareness of CJSA goals and programs, which helps to build long-term recognition and support for the center.

Program Evaluation

Evaluation of the CJSA program incorporates quantitative and narrative student surveys, which the students complete anonymously. Typically, the survey results show that a clear majority of the students support all aspects of the program. For example, of the students recently evaluating the CJSA foundation courses, more than half rated them as 4 on a scale of 1 (low) to 5 (high).

Students also highly rated their level of language preparation for the study tour, giving that feature an average rating of 3.5. A typical response was, "I feel the Japanese language course was excellent. We learned most everything necessary to communicate."

A majority of students also rated the independent research project a 3 or 4. The students commented that they were challenged by the project but, as one student noted: "The paper was very beneficial. It gave insight into a particular aspect of Japanese society or culture." Another student said, "I was able to make good comparisons and contrasts in Japan on my topic, education." A follow-up question regarding the value of their study as a way to learn "something in depth about Japanese history, society, or culture" met with highly positive responses; nearly half the students rated the assignment a 5.

The study abroad phase was rated 4 or 5. As one student summarized: "The best part, period. We got to use a year's worth of studying firsthand. It was great." Another stated: "Definitely the highlight of the year. I got to observe in Japan what my research paper was on." Both

the students who attended Kojo High School, located an hour and a half west of Tokyo, and those who attended Bunkyo Women's College High School in Tokyo gave similar ratings, all either 4 or 5. The homestay experience received an overwhelming majority of 5 ratings.

Students also rated the cultural activities, such as calligraphy, tea ceremony, kendo, pottery, and cooking, between 4 and 5.

The final two questions asked students to consider their cultural sensitivity toward the Japanese both as a group and individually. Group behavior received ratings nearly equally split between 3 and 4, while individual ratings by 26 of the 43 respondents were 5, with the remainder circling 4.

To sum up, the CJSA program is successful in providing students with:

- a historical perspective of contemporary Japanese society;
- a sociological perspective of Japanese education and the Japanese family;
- a literary perspective of Japanese mind and culture;
- an understanding of the Japanese mind and culture and practical skills for understanding and functioning in Japanese culture;
- a knowledge of basic Japanese language, oral and written;
- an in-depth study of some area of Japanese history, society, or culture;
- an intense two-week experience attending the classes and activities of a Japanese High School, either at Kojo or at Bunkyo Women's College;
- a profound two-week experience as member of a Japanese family with a Japanese brother or sister;
- a field-study experience to urban Tokyo; and
- a concentrated, sustained immersion in Japanese studies.

The survey of students' perceptions helps teachers and administrators to maintain these successful components and fine-tune aspects of the program that strengthen and enlarge the educational experiences.

New Initiatives and Future Directions

Since the inception of CJSA in 1991, several new components have been added. First, a scope and sequence for a second-year program was established in 1992-93. Within the framework of intermediate Japanese language, CJSA set up advanced courses in Japanese, English language arts, and social studies; a computer-driven language laboratory; and a second homestay study experience abroad. Students who engage in cross-cultural communication in Japanese language and culture acquire minimal or novice proficiency in their first year. Therefore, it was reasonable for CJSA to expand its instructional program to accommodate students who seek intermediate and higher levels of proficiency.

Second, through the acquisition of CD technology and the voice capabilities of the LC computer, students are now able to practice intensively in the lab, rather than in the traditional classes. The lab is a highly promising option because it provides for the use of the Macintosh LC and CD-ROM to assist in the teaching of conversational Japanese. The unique ability of the Macintosh LC to accept sound input through its built-in microphones enables students to take advantage of CD-ROM software. This technology allows students to practice speaking Japanese words and phrases and then listen to their own voices in comparison to a native speaker's example.

The computer also has the capability to assist the student in the difficult task of learning to write Japanese by indicating strokes on the

computer screen. Macintosh computers, using the Japanese operating system, *Kanji Talk*, also teach word-processing skills to students. Students now are able to print out Kanji characters on the Apple printers. Obviously, one of the advantages of the Macintosh computer system is that once one program is learned, most of the same skills can be transferred to any comparable program in the curriculum, such as other foreign language offerings. Following are examples of software used in the center:

- *Exotic Japan*, an interactive CD with a HyperCard engine that provides an introduction to Japanese culture and language.
- *Japanese for Everyone*, a CD-ROM that is used for speaking Japanese.
- *EG Word*, a Japanese word-processing program that runs under Kanji Talk.
- *Kanji PageMaker*, the Japanese version of the popular PageMaker desktop publishing program.

Another instructional initiative in 1993-94 further enlarged the program by adding a third-year program. This third year is designed for advanced Japanese language, culture, and computer laboratory and includes a third homestay study abroad. The suburban transfer students have a full opportunity to take all other required and elective coursework in the regular classes at Brien McMahon.

A fourth initiative affects resident students who are enrolled at Brien McMahon but not in CJSA. These students have a choice of taking Japanese as an after-school subject. However, this arrangement does not always meet the need of students, because many youngsters are active on Brien McMahon athletic teams. Conflicts between after-school physical activities and after-school Japanese have hampered this program. This dilemma was resolved with the 1994-95 recommendation by allowing Brien McMahon students to take the Japanese language courses in regular CJSA classes without making the full commitment to the CJSA program.

Advocates of foreign language and social studies teaching emphasize the need for students to develop an understanding of diversity by selecting a summer overseas program. Teachers underscore the global challenge that requires their students to acquire as many cultural perspectives from friendships shared in a host family community abroad. To this end, CJSA has aligned itself with Youth for Understanding (YFU), a nonprofit organization that distributes Morita summer scholarships to Japan for deserving students.

A sixth initiative involves a cornerstone of CJSA, its commitment to institutional collegiality. It is important for CJSA to maintain good relationships with many organizations that promote the study of critical languages. Thus Norwalk petitioned the board of directors of the Critical Languages and Area Studies Consortium (CLASC) to favor an endorsement to its status as an associate member institution. What is most desirable in this collegial relationship with CLASC is the cross-fertilization of global concepts between the campus-based CJSA structure at Brien McMahon High School and other associate memberships in the Northeast. CLASC is instrumental in explicating global concerns associated with congressional proposals and bills containing provisions for the study of Japanese. Currently, CJSA is seeking ways to generate a new, meaningful role in re-examining its homestay study abroad experiences, with possible funding from outside resources. The study abroad component will likely expand as a result.

CJSA aggressively seeks students from area suburban high schools to encourage their interaction with Norwalk's racially diverse student population. This is further accomplished by the center's student enrollment in Brien McMahon regular classes and by the students' interactions in schoolwide activities. Because CJSA is a relatively new program, recruitment procedures are aimed at building greater parent, student, and faculty curiosity about the program and understanding of the value of experiencing an integrated environment. To this end, CJSA has established a firm relationship with Connecticut Educational Services (CES) in Fairfield. In March 1994, CES sponsored the Education Lead-

ership Institute conference, "From Two Connecticut's to the New Connecticut," designed for local and regional planning for quality and diversity. CJSA optimistically strives to gain greater exposure to the region through such public relations activities. Through its leadership role as presenter during this major regional exposition in Fairfield County, the platform of CJSA principles and responsibilities was forged.

CJSA represents a community investment to ensure that interdistrict cooperation produces a momentum. The public wants a realistic instructional program grounded in sound theory and practical experiences. Through integrated disciplines centered on U.S.-Japan relationships, the "paper" curriculum is transformed into a "people" curriculum.

"Do not confine your children to your own learning, for they were born in another time," says a Hebrew proverb that could serve as the motto for the Center for Japanese Study Abroad. In today's highly integrated global marketplace, the future of CJSA lies in its consistency of vision and its pursuit of interdistrict integration. CJSA is positioned to transform traditionalists into globalists in Fairfield County.

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The Phi Delta Kappa Educational Foundation was established on 13 October 1966 with the signing, by Dr. George H. Reavis, of the irrevocable trust agreement creating the Phi Delta Kappa Educational Foundation Trust.

George H. Reavis (1883-1970) entered the education profession after graduating from Warrensburg Missouri State Teachers College in 1906 and the University of Missouri in 1911. He went on to earn an M.A. and a Ph.D. at Columbia University. Dr. Reavis served as assistant superintendent of schools in Maryland and dean of the College of Arts and Sciences and the School of Education at the University of Pittsburgh. In 1929 he was appointed director of instruction for the Ohio State Department of Education. But it was as assistant superintendent for curriculum and instruction in the Cincinnati public schools (1939-48) that he rose to national prominence.

Dr. Reavis' dream for the Educational Foundation was to make it possible for seasoned educators to write and publish the wisdom they had acquired over a lifetime of professional activity. He wanted educators and the general public to "better understand (1) the nature of the educative process and (2) the relation of education to human welfare."

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